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Title

The Effective Role of Using Internet in Learning English for Students at The intermediate stage

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Abstract

In This study, my focus will be on the effective role of using the internet in learning English for students at the intermediate stage. In this research, I will surf the net and discover how internet can be used to improve English learning process with the students at the intermediate stage and how the internet with the wide range of websites designed for teaching and learning English can be a tool to develop the language skills; listening , speaking , writing , and reading and even presenting the new vocabulary through several methods and teaching grammar. Besides, this study will particularly concentrate on different pages used for teaching and learning English as a foreign language and introduce the sites that are recommended to be used in class.

Introduction

Utilizing the internet in English classes underlines the role of scholar , and expands the import of "interaction" between Instructors and students. A noteworthy component of the web in educating Is to prepare and enhance understudies' abilities of listening and talking, Also, of building up their communicative In English class, the teacher's role as a facilitator and organizer is particularly prominent. Using the internet in teaching English

creates a situational and linguistic context for language teaching and learning. In addition, using the internet makes the class lively and interesting as teachers can use pictures, images, audio files and even movies to enrich the content of classes, especially making stud of the fact that it is an ability that must be procured. Along these lines if instructors need their understudies to do effective inquiries on the Web, they need to show them this ability (190-91).

Literature Review

Dudeney (2007: 39) also mentions one of the advantages associated with using computers and the Internet in the practice of language teaching and learning for the teachers particularly. He mentions that essentially, the computer and World wide web connection turn into a shared resource, always open to the school on the whiteboard. Teachers and learners may use the whiteboard showing content from CD-ROMs and the web, which content can be annotated, illustrated, printed and saved and printed. They could be used in this way, as a resource, generally in most situations.

Jeremy Harmer (2007) states that students and teachers can find practically any kind of information they want on the

Internet. They can access newspapers, encyclopedias, history sites, film guides, lyrics, and broadcasting associations (e.g. the BBC). However, due to the size of the Internet and the vast amount of online information there is, it may be awkward to use for teachers and students. It might be difficult to find the spot-on information that one is searching for, because it is a skill that must be acquired. Thus if teachers want their students to do successful searches on the Internet, they have to teach them this skill (190-91).

Significance of Research

In my opinion, the great importance of this study lies in the fact that using the internet in teaching and learning English is most modern tool in this field. Making your students interested and involved in the activities in the classroom is the essential point for teachers. One of the advantages of using the internet is that it helps teachers to successfully deal with this problem. Not to mention the great number of pages that help teachers teach and help students learn English and provide them with authentic materials. With using the internet in the English class, the educational process is student-centered. Internet in class is more attractive than using just the white board. Using computers and internet in the English class

supports the students' different learning styles. Kilimci (2010) supports this point by saying that the Internet can be used as "... the main aid in teaching a language and as a basic source of communication in distance education",

Research Questions

The research questions for this study were:

To what extent can internet be a source of pleasure and attraction to students learning English in the intermediate stage? Can the intermediate stage students be well disciplined by using internet and computer in English classes? Is using internet in English class with the intermediate stage students able to change the dull mood in the class and provide an exciting class environment so that students can learn English in an interesting way?

Research Methodology

My study will be carried out on students at the intermediate stage, students in grades seven, eight and nine, in Dammam to stand on the fact that using the internet in class has an effective role in learning English for students at the intermediate stage. I will meet teachers who will take part in this study on the criteria of choosing the proper pages that will be displayed on the screens of computers or on boards in class or even those that

will be logged on by students at home. I will give teachers a list of the resources and pages that can be used such as http://www.usingenglish.com/, http://www.everythingesl.net/ , http://www.manythings.org/ , http://www.eslbasics.com/ , http://www.bbc.co.uk/learningenglish/ , http://www.eslgold.com/ , http://www.real-english.com/ http://www.esl-lab.com/index.htm , http://international.ouc.bc.ca/pronunciation/ , , http://www.vocabulix.com/ , http://wordsteps.com/ , http://www.english-test.net/ , http://public.wsu.edu/~brians/errors/errors.html , http://www.idiomsite.com/ , http://jeffreyhill.typepad.com/english/#.VrZiNzZunlV and other useful pages and blogs.   Also a questionnaire will be given to the teachers in the school and to the pupils' parents to get their feedback about the role of using the internet in the process of learning English.

Ethical Considerations

A lot of parents of pupils at the intermediate stage are against letting their kids surf the net on their own without parental control thinking that it isn't safe. Consequently we will tell them that before using the internet in class, teachers will check any websites as well as checking the pages that students will be asked to use at home. We will ask for permission from the management of the school to carry out this study. We will meet the teachers who teach students at the intermediate stage and agree on the criteria of choosing the appropriate pages that can aid both

teachers   in class and students at home avoiding any inappropriate media that can be used by these sites.

Limitations of Research

In my research, I concentrate on the effective and positive role of using the internet with students at the intermediate stage. In order to reach reliable results, we won't do this study on the whole students at the intermediate stage. The study will be carried out on three classes of the intermediate stage: grades 7, grade 8 and grade 9. The teachers who teach grades 7, 8 and 9 will participate in our study by using the internet in their teaching in just one class for the whole term. At the end of the term , through the results and the questionnaires, we can get answers to our research questions. Some teachers aren't professional or qualified to use the internet properly in presenting and practicing English language in class, however, by comparing the classes where the internet is used with the other classes where other teaching methods are applied we will see how the internet is a source of pleasure and fun in English classes.

Expected Results

I expect my results to show the effective role of using the internet in learning English language for learners at the intermediate stage due to the enormous number of pages on the net that provide opportunities for listening, reading, writing and even speaking with native speakers of English online and getting immediate feedback in addition to learning grammar and vocabulary in an interesting way at home. On the other hand, some students may do the projects that are supposed to be done at home by copying answers or information from other pages. I expect all those who will participate in the questionnaires will say that internet has an effective role in learning English for students at the intermediate stage. In addition some writers and researchers support my expectations.

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5) http://www.teachthought.com/pedagogy/50-incredibly-useful-links-for-ell-educators/

6) http://www.englishlab.intercol.edu/papers/esol.htm

Appendix

A) Questionnaire for the teachers:

1. Is it available to log on internet in classrooms?

   Yes   No

2. What kind of pages do you show in your class?

……………………………………………

3. Do you face any difficulties logging onto internet at school?

   Yes   No

4. Do your pupils feel more interested when using pages for teaching or learning English in class?

    Yes   No

5. Are your students well disciplined by using internet in your classes?

    Yes   No

6. Do you feel that you are qualified to use internet in teaching English?

    Yes   No

B) Questionnaire for the pupils' parents:

1) How does your son feel towards English class?

…….…………………………………………………….………….…………

…….……………………………………………………….……….…

2) Does your son log on web sites for learning English?

    Yes   No

3) Does your son enjoy the English class at school?

    Yes   No

4) Does your son feel that internet is a source of pleasure in English classes?

Yes   No